



Objective of Workshop

To present the importance of organisational culture in work-based learning partnerships between colleges/universities and industry.

What is a Work-based Learning Partnership?

A collaboration between a college/university and an external employer organisation to upskill employees from the external employer organisation.



Organisational Culture

"The way we do things around here" (Deal and Kennedy, 1982).

Components / Elements of Organisational Culture:

- 1. Rituals and Routines
- 2. Stories
- 3. Symbols
- 4. Organisational Structures
- 5. Power Structures
- 6. Control Systems

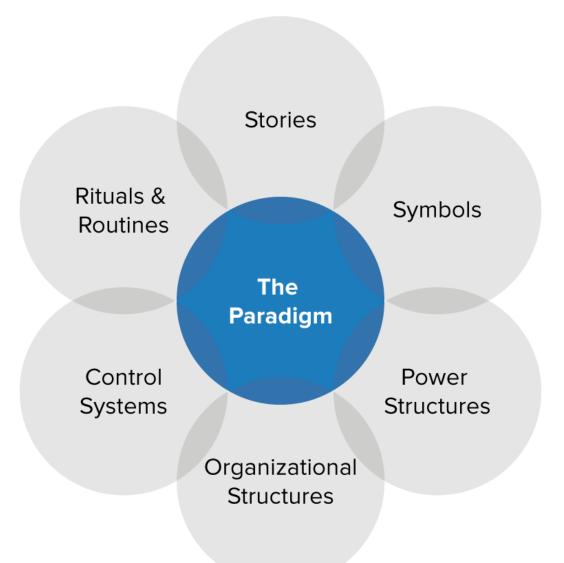
<u>Challenges</u> for the Education / Training Provider when engaging in WBL Partnerships

- Tendency to use Practices and Routines that work for traditional full-time programmes
- Fear **Stories** of difficulties amongst staff engaging with industry
- Work-based learning not seen as been strategically important within the College / University (Power)
- Sharing Control with Employer
- Organisational Structure within the college / university developed for traditional full time learners and not suited to work-based programmes.

Cultural Collision

When we compare the organisational culture of an education / training provider to that of a private employer – there are notable differences – often leading to a cultural collision.

Framework when considering Organisational Culture -Johnson's Cultural Web



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Breakout Session Activity

Using Johnson's <u>Web</u>
Components, present a preferred organisational culture for your College / University.

Cultural Web Components

Component	Examples for College / University	Preferred Organisational Culture
1. Rituals and Routines	 How programmes of study are developed. How programmes of study are delivered. How the academic calendar influences engagements with industry and how programmes delivered? 	 Develop a routine where new WBL programmes can be developed for industry in a timely manner. When delivering programme- tutors should adopt a facilitator role instead of traditional lecturer role. Ensure a routine where we operate outside of the academic calendar and are more accessible to industry.
2. Symbols	 The language used within the College / University when communicating. The administrative system used to enroll students and monitor their performance 	
3. Power Structures	 The strategic importance of WBL within the College / University. Resources allocated to WBL within College / University. College / University ability's to share power with employer in the WBL 	

Cultural Web Components

Component	Examples for College / University	Within a College / University
4. Organisational Structures	 Is there a dedicated resource responsible for coordinating WBL in the College / University? Is there collaboration or competition within your College between academic departments? Can WBL learners avail of all the college services available to full time learners? 	
5. Control Systems	 Does maintaining academic rigour cause problems engaging with employer in WBL programmes? Is there incentives or rewards for staff who engage in WBL programmes? How are WBL programmes evaluated? 	
6. Stories	 The stories told amongst staff about experiences / beliefs working with industry in WBL programmes? Do we promote the "good stories" about engaging with industry internally and externally? 	

Control Systems

- Stress the importance of academic rigour to all stakeholders.
- WBL effort needs to be better incentivised and rewarded.
- Evaluate WBL programmes by

Power Structures

- The strategic importance of WBL needs to be more evident.
- Share power with the employer in the design, delivery and assessment of the programme.

Rituals & Routines

- Speed up development process for new WBL programmes.
- Consider facilitating learning outside the normal academic dates and times.
- Include employer in communications.
- More discussions in class as opposed to lectures.
- Train WBL Tutors.

The Cultural Paradigm

- A quality product requires time for development.
- We believe in our procedures for administrating our academic programmes.
- We are guardians of the academic standards.
- Learner welfare is our main concern.

Organisational Structures

- Consider the establishment of a dedicated WBL Unit.
- Organisational structure in place to support programmes that cross academic disciplines.
- Extend learner services to WBL learners.

Stories

- Address the negative stories circulating within HEI X about WBL by telling positive stories relating to WBL.
- Promoting the "good stories" about WBL externally.

Symbols

- The administrative system and procedures need to be reviewed to facilitate WBL.
- Use a language understood by all stakeholders.

Thank You

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